MINUTES
UNIVERSITY GRADUATE COMMITTEE
April 24, 2013

Members Present: Diana Alder (Sub-Earth Sciences and Environmental Sustainability), Colleen Byron (MA in Administration), Gary Emanuel (Educational Leadership), Y. Evie Garcia (Ex-Officio-Graduate College), Greg Glau (English), Stephanie Hurst (Chemistry), April Judd (Mathematics and Statistics), Warren Lucas (Sociology), John Masserini (Chair; Music), Gretchen McAllister (Teaching and Learning), Mary McClellan (Educational Psychology), Karen McCoy (Ex-officio: Cline Library), Marcia Metcalf (Business Administration), Patricia Peterson (Faculty Senate), Anna Sosa (Communication Sciences and Disorders), Sumner Sydeman (Psychology), Kerry Thompson (Anthropology), Barbara Tomlinson (Nursing), Niranjan Venkatraman (Engineering), and Meghan Warren (Physical Therapy).

Members Absent: Michael Amundson (History), Emily D. Babcock (Physician Assistant Studies), Joe Collentine (Modern Languages), Michael Costelloe (Criminal Justice), Patrick Deegan (Ex-officio – Extended Campuses), Steve Hempleman (Biological Sciences), Richard Hofstetter (Forestry), Fred Hurst (Ex-officio – Extended Campuses), Alan Lew (Geography, Planning and Recreation), Catherine Medina (Educational Specialties), Ramona Mellott (Ex-Officio-Graduate Dean), Sean Parson (Politics & International Affairs), Cassie Rivas (Graduate Student), Brant Short (Applied Communication), and David Trilling (Physics & Astronomy).

Guests: Karen Applequist (Institute of Human Development), Kathy Bohan (Educational Psychology), Sharon Cardenas (Center for Science Teaching and Learning), Richard Carroll (Institute of Human Development), Scott Galland (CASA), Mary Harmon (Communication Sciences and Disorders), Sara Jarvis (Biological Sciences), Annette Lawrence (College of Social and Behavioral Sciences), Janis Nicol (Institute of Human Development), Pamela Powell (Teaching and Learning), Jenny Scott (Extended Campuses), and Lisa Williams (CASA).

Graduate College: Kirsten Slaughter-Rice

The meeting was called to order at 3:03 pm by John Masserini, Chair.

I. Welcome, Announcements and Brief Reports

A. Approval of the Minutes of the April 24, 2013, Meeting — John Masserini

Minutes were approved by all present.

B. Graduate Student Government Report — Cassie Rivas

No report.

C. Dean’s Remarks – Ramona Mellott

No remarks.

II. Curricular Changes and Consent Agenda

There were no curricular changes, and there were no consent agenda items.

III. Action Items

A. College of Education

1. Educational Psychology
   a. Counseling; M.A., Fall 2014 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted
   b. Counseling – School Counseling; M.Ed., Fall 2014 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted
Kathy Bohan, Chair of the Educational Psychology Department, explained the changes to the two programs and the addition of the new course are related to their accreditation body. They needed a lifespan course with implications for counseling, including both theoretical to practical applications. The proposed course would be included in both programs of study.

A motion was approved for the new course and associated changes to the plans.

2. Teaching and Learning
   a. Early Childhood Education; M.Ed., Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted, Major Requirements-Unit Change
   b. Elementary Education; M.Ed., Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted, Major Requirements-Unit Change
   c. ECI 569, “Transformative Education for a Democratic Society,” Fall 2013 – Catalog Description, Prerequisites, Units

Pamela Powell, Chair of the Teaching and Learning Department, noted that the changes are part of the CMOST Science Teaching Certificate, and the Mathematics and Statistics Department have been notified of the changes to the course and programs.

In answer to a question about the inclusion of the course in the catalog, the course will be included in next year’s catalog.

A motion was approved for the changes to the above programs and course.

B. College of Engineering, Forestry, and Natural Sciences

1. Biological Sciences
   a. BIO 554, “Applied Cardiovascular Physiology,” Spring 2013 – Co-convene, New Course

Sara Jarvis, Assistant Professor in the Biological Sciences Department, spoke about the addition of the course in response to a need for another capstone course. They also decided to offer it as a co-convened course due to the limited number of graduate course offered. Dr. Masserini reminded the committee that co-convened courses should have 30% more work and more extensive learning outcomes for the graduate students.

A motion was approved for the addition of the new course.

2. Center for Science Teaching and Learning
   a. Science Teaching; Graduate Certificate, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted, Major Requirements-Unit Change

Sharon Cardenas, Assistant Clinical Professor in the Center for Science Teaching and Learning, explained the change to the Graduate Certificate for Science Teaching. The proposed change includes removing a four credit course (ECI 569) from the program of study for the certificate, which will not affect the level of the certificate program.

A motion was approved for the changes to the certificate.

3. Mathematics and Statistics
   a. Mathematics Teaching; Graduate Certificate, Fall 2013 – Major Requirements-Course(s) Added, Major Requirements-Course(s) Deleted

April Judd, Assistant Professor in the Mathematics and Statistics Department, discussed the removal of ECI 569 from the Mathematics Teaching Graduate Certificate. Students will instead choose between a class in assessment or curriculum and take one credit hour of field experience.
A motion was approved for the changes to the certificate.

C. College of Health and Human Services

1. Communication Sciences & Disorders
   a. Clinical Speech-Language Pathology; MS, Fall 2013 – Major Requirements-Course(s)
      Added, Major Requirements-Unit Change, Text, Text within Plan
   b. CSD 515, “Augmentative and Alternative Communication for the SLP,” Fall 2013 – New Course
   c. CSD 651, “Stuttering: Diagnosis and Treatment,” Fall 2013 – Catalog Description, Course Title, Units

Dr. Masserini briefly recapped the previous discussions about the addition of the new course in Communication Sciences and Disorders (CSD) and the current course offered by the Institute for Human Development (IHD). CSD proposes offering a new, one credit course focusing on the theoretical side of augmentative and alternative communication (AAC) to meet an accreditation standard. IHD currently offers a three-credit course (DIS 525) that focuses on the application side of AAC strategies. IHD has submitted a proposal to change the class to a flexible one to three credit course, which will be reviewed in the fall. There was a meeting between Elise Lindstedt, CSD, and Janis Nichol, IHD, but the two sides were unable to reach a compromise.

Anna Sosa, Assistant Professor in Communication Sciences and Disorders, explained the changes to the CSD 651 course and the addition of the CSD 515 course. To meet the requests of their accreditation body, they added a one credit course (CSD 515, Augmentative and Alternative Communication for the Speech Language Pathologist,) and decreased CSD 651 from three to two credits. This change will have no overall impact on students. The decrease in credits (CSD 651) reflects a reduction in coursework and content covered. Although CSD has been teaching AAC content to students through another disorders class, the accreditation body recommended creating a standalone class that would appear on each student’s transcript.

Dr. Sosa discussed the course content, its relation to speech language pathologists (SLP), and the inclusion of current research and ethical practices in the field. The readings are original research articles and policy documents specific to SLP, which will provide the core knowledge and skills required by the accreditation body. This course will be taught by PhD level faculty members in CSD, offered only to graduate students in the program, and dynamically scheduled to coincide with CSD 651.

Dr. Sosa did address the course (DIS 525) offered by IHD. This course has always been offered as an elective to CSD students. Over the past three semesters, 9 of the 197 CSD students took the class. Between the proposed CSD 515 and DIS 525 courses, there are no overlapping learning outcomes or readings, and the content and purposes of the two courses differ. The DIS class is intended for students from different disciplines, whereas the CSD class is available CSD students only. The CSD class will be taught by doctoral level faculty, while the DIS class is not. The CSD department will continue to encourage their students to take the DIS 525 course and do not anticipate a decrease in the DIS 525 course enrollment. Copies of the updated syllabus for CSD 515 were distributed to the UGC members.

Janis Nicol, Project Director in the Institute for Human Development, spoke about the DIS 525 course. Ms. Nicol has taught AAC content since 2011, and all of the American Speech-Language Hearing Association (ASHA) required standards are covered in the course. This is an online class based on theory and evidence-based research, which includes a weekend workshop to demonstrate the wide variety of tools available to assist children and adults. She noted the importance of AAC for SLPs and explained that the DIS course provides interdisciplinary training for people with different backgrounds.

Ms. Nicol stated that the CSD course does duplicate content with the DIS course, but she is unsure of the extent of content duplication, as the CSD 515 syllabus is very brief. The CSD syllabus does list the same textbook, although it is not a required textbook.

Since ASHA only requires one credit of AAC content, IHD has proposed changing the DIS 525 course to a flexible one to three credit course which allows students to meet the minimum requirement or take additional credits for more knowledge in the field of AAC. Ms. Nicol noted that although ASHA requires full control of courses by departments, the DIS course allows collaboration across the campus to meet accreditation standards. ASHA does require doctoral-level instructors unless a strong case can be made for using a non-doctoral level instructor, and Ms. Nicol noted that CSD does have non-doctoral level instructors in other CSD courses, especially those offered during the summer. Ms. Nicol has experience teaching this content and feels the justification could be made to the accreditation body. She
hopes the DIS 525 course will be offered for variable credit and asked that it be considered for 2 years by CSD, rather than CSD creating a new course. This would allow collaboration between the two departments to ensure students are meeting the accreditation standards and learning the required content.

Dr. Masserini explained to the Committee that they are only voting on whether the CSD 515 course has significant overlap with the DIS 525 course. One member asked how much the lab was worth. Ms. Nicol responded that the lab is contains approximately $500,000 worth of equipment. When asked if CSD also has a lab, Dr. Sosa responded that CSD does not have a lab, and they encourage students to take the DIS course for the experience. Another member asked if instructors in the DIS 525 class take the perspective of a SLP. Ms. Nicol replied that she does sometimes take the perspective of a SLP, but the course was developed by two SLPs, an occupational therapist, and a physical therapist. The member then asked how this piece was different in the proposed course, related to the specific standard of comparing and contrasting AAC with a specific disability. Mary Harmon, Assistant Professor in Communication Sciences and Disorders, responded that the course would be specific to the perspective of a SLP, as evaluation would differ from a physical or other therapist. One member asked if CSD is proposing to cover part of the material or only that part of the material more deeply. Dr. Harmon responded that the course will provide students with the opportunity to understand the materials but that the one credit course is not trying to replace the DIS course. Students have the opportunity to learn about AAC and have it included in their program of study. Dr. Sosa added that the readings are all current research articles rather than a textbook. Ms. Nicol added that the textbook used in DIS 525 is earlier research that addresses the same content as the research articles.

Dr. Masserini clarified that the CSD course focuses on the theoretical aspects of AAC, while the DIS course focuses on application. There are ways to bring the two courses together, but this is the current solution to provide students with the knowledge. A member asked if students were required to take the DIS course, and Dr. Sosa responded that students have the choice to take two three credit electives, which must be approved by their advisors. All students would be required to take the one credit CSD courses and still have two elective courses to choose. Some students choose to take the electives as research credit, other students take courses in education, and some students take the DIS courses to get their certificates. Dr. Masserini reminded the Committee that they are only voting on whether there is too much overlap between the two courses (CSD 515 and DIS 525).

A motion was approved for the addition of the CSD 515 course (11 yeas and 4 nays).

A motion was approved for the changes to the CSD 651 course.

A motion was approved for the changes to the program.

IV. Informational Items

Fast Track items were not discussed.

VI. Discussion Items

A. Dismissal Policy – Evie Garcia

Dr. Garcia opened the discussion of the Dismissal Policy by explaining the need for a more thorough vetting of the policy around campus. The policy will be revised based on the comments she has already received and will be distributed widely around campus for additional comments and suggestions. Since this policy will be the only policy for dismissal, Dr. Garcia stressed the importance of creating a policy that will meet the needs of the different departments. The policy will be revisited at the first UGC meeting in the fall.

One member asked when this policy would be implemented. Dr. Garcia replied that once the policy is voted on, it becomes active. She also encouraged departments to contact her about possible dismissals. During the dismissal process, it is important to show that the student has been informed of the decision to pursue dismissal and that all attempts have been made to work with the student. A department can only make a suggestion that a student be dismissed, but the Graduate College make the final decision on dismissals.

Another member asked if individual departments would be able to have more stringent guidelines than those listed in the dismissal policy. Dr. Garcia responded that the Dismissal Policy will be the policy that everyone must abide by, so departments may not have more stringent guidelines than those listed in the policy. Legal counsel has made this distinction regarding this policy. The member noted that admissions guidelines can be stricter at the department level, but Dr. Garcia noted that admissions guidelines are very different than the dismissal policies, and most departments have their own admissions guidelines. Another member asked if the department’s guidelines were stricter, if the
department must abide by the Dismissal Policy. Dr. Garcia responded affirmatively and noted that these issues need clarification before the policy can be voted on.

Dr. Garcia again encouraged the members to talk to their departments and send her feedback regarding the policy.

B. Thesis/Dissertation Committee Guidelines – Evie Garcia

Dr. Garcia will send the updated Thesis/Dissertation Committee Guidelines to the Committee. These are only meant to be best practices guidelines. Guidelines sometimes become policies, so she wants to ensure that the document thoroughly covers the responsibilities of the committee members and students. She asked the Committee to review the guidelines and notify her if anything is missing or requires further clarification.

C. Programmatic/Degree Learning Outcomes – John Masserini

Dr. Masserini notified the committee that the Learning Outcomes memo would be distributed to all of the graduate coordinators, chairs, directors, and deans. The memo is very detailed, explaining what is needed, where the outcomes should be submitted, and what will be done with the submitted outcomes. The memo also includes the Faculty Senate approved outcomes, examples of degree and concentration or subplan student learning outcomes, and graphics displaying how learning outcomes will meet.

D. Senate Report Update – John Masserini

Dr. Masserini gave the UGC report to the Faculty Senate a few weeks ago. He explained the roles and structure of the committee. He noted that the Review Subcommittee is the envy of other committees because it decreases that overall amount of work for the entire UGC. Dr. Masserini reported to the Senate that the UGC approved, denied, or fast tracked 120 curricular items this year and discussed the following items:

- Program Learning outcomes
- UGC Fast Track Policy (included passing the policy)
- Research Integrity
- Incomplete Grade Policy (including passing the policy)
- Graduate Certificate Review
- Revised Forms for UGC
- Unofficial Transcripts (to be used for admissions purposes).

UGC Chair, John Masserini, adjourned the meeting at 4:00 p.m.